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ABSTRACT

As instructional supervisors for their buildings, principals must know how and when to supervise teachers so that the mutual goal of instructional improvement can be attained. This study investigates the differences between public junior high school teachers' perceptions of principals' actual supervisory behaviors and their preferences for supervisory behaviors. Using the Supervisory Behavior Description Questionnaire (Form 1), data were gathered for four subscales of curriculum development, instructional organization, staff development, and organization of instruction. These data were used to answer research questions about the actual and preferred responses for each subscale and for each dimensional score within the subscales: directive, collaborative, and nondirective. Questionnaires were sent to 480 teachers in six states--Alabama, Arkansas, Louisiana, Kentucky, Mississippi, and Tennessee. Usable responses were obtained from 183 teachers. One-way analysis of variance and factorial analysis of variance were used to analyze the data. Results indicated that respondents most often preferred collaborative supervision, but were receiving directive or nondirective supervision. When the variables of state of employment, subject area, gender, and race were considered, all but subject area produced significant differences. Also, Caucasians preferred less collaboration during evaluation of instruction. Included are 16 references and 13 tables. (MLH)

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The Relationship Between Teachers' Perceptions of Principals' Actual Supervisory Behavior and Teachers' Preferred Supervisory Behavior in Selected Southern Public Junior High Schools

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The Relationship Between Teachers' Perceptions of Principals' Actual Supervisory Behavior and Teachers' Preferred Supervisory Behavior in Selected Southern Public Junior HIgh Schools

Introduction

According to Wiles and Lovell (1975) principals are considered the supervisor of instruction for their building. The majority of their time should be spent in the improvement of instruction (Nickerson, 1972). Increasing demands for accountability make it important for principals to know how and when to successfully use methods of supervision with teachers to attain the mutual goal of improving instruction. In order to encourage and maintain high quality programs under stressful conditions, principals should have a knowledge of their faculty members' perceptions of their supervisory behaviors. Research and theory support the idea that principals need to be aware of certain supervisory behaviors that tend to enhance favorable behaviors in teachers.

Principals need to utilize a variety of supervisory behaviors in accordance with the various situations that arise (Glickman, 1980 and Pfeiffer and Dunlap, 1982). The particular situation, task, and/or group dictates the behavior(s) to be used by the principal. There are three types of supervisory behaviors most often observed by teachers, these are: directive, collaborative, and nondirective. Pfeiffer and Dunlap (1982) asserted that these behaviors should be used in combinations as befits the situation at hand.

Various theories support the premise that principals should be flexible in the choice and use of supervisory behaviors. Glickman (1980) supported the view that principals, in order to work effectively with teachers, need to be knowledgeable of differing approaches to instructional supervision. Glickman noted that teachers progressed through stages of development during their teaching career. Such stages should be recognized by principals so they may interact accordingly with teachers in the directive, collaborative, or nondirective mode. It was Glickman's contention that principals would better serve their staff by responding to individual needs through use of varying approaches such as these.

Sergiovanni and Starratt (1979), equating supervision with leadership in that both involve change, asserted that there exists no one approach to leadership that is applicable to all situations, but rather that the effecti ss of an approach depended upon its suitability to the situation at hand. In support of this theory, Sergiovanni and Starratt relied upon McGregor's Theory X and Y. The authors suggested that when faced with Theory X type teachers who, according to the theory, are basically passive and lazy, the supervisor must act in a directive mode in order to achieve the school's goals. On the other hand, Theory Y type teachers, those who are self-motivated, would require a non-directive approach to supervision from that same principal.

Fiedler (1967) reflecting basically the same theory, held that leaders behaved in more than one mode. The directive mode or approach required one's taking primary responsibility for the group, controlling, managing, and being task-oriented in interaction with coworkers. Acting in the collaborative mode, one would share decision-making and leadership with members of the group. Acting in the nondirective mode, one would act in a permissive manner and be considerate of the group members' feelings and basically behave in a rather therapeutic manner.

Purpose of the Study

The purpose of this study was to investigate the relationship between public junior high school teachers' perceptions of principals' actual supervisory behaviors and teachers' preferences for supervisory behaviors as measured by the Supervisory Behavior Description Questionnaire, Form 1. The study concerned responses from teachers in the public junior high schools of the following states: Alabama, Arkansas, Kentucky, Louisiana, Mississippi and Tennessee.

Statement of the Problem

The problem was to determine if there were significant differences among the 6 states' public junior high school teachers' perceptions of principals' actual supervisory behavior and teachers' preferences for principals' supervisory behavior.

As a means of structuring the problem, answers were sought to the following questions:

1. Were there significant differences in teachers' perceptions of principals' actual supervisory behaviors and teachers' preferences for principals' supervisory behaviors as measured by the SBDQ, Form 1 subscale scores of: Curriculum Development, Instructional Organization, Staff Development, and Evaluation of Instruction, or on the Directive, Collaborative, or Nondirective dimensions of these subscale scores?

2. Were there significant differences in teachers' perceptions of principals' actual supervisory behaviors and teachers' preferences for principals' supervisory behaviors when the variables of state of employment, subject area, gender, and race were considered as measured by the SBDQ, Form 1 subscale scores of Curriculum Development, Instructional Organization, Staff Development, and Evaluation of Instruction and the dimensional scores within each of these subscales?

Within this study, state of employment represents two sets of teachers. One set of teachers was within the state of Mississippi. The other set of teachers was derived from five southern states of Alabama, Arkansas, Kentucky, Louisiana, and Tennessee.

To analyze the data of question one, one way analysis of variance was used. Factorial analysis of variance was used to answer question two of the study.

Procedure

The population of this study consisted of all teachers currently employed in the public junior high schools of the following six states: Alabama, Arkansas, Louisiana, Kentucky,

Mississippi, and Tennessee. Twenty schools were randomly selected from each of the six state's Educational Directory through use of a table of random numbers. Thus, a total of 120 schools was selected for the study. Four teachers per school or 80 teachers per state would have totaled a 100 percent return for this study.

Superintendents of the schools selected were sent a letter of introduction from the head of the Department of Educational Leadership, a letter of explanation of the study from the researcher, and a form by which permission was granted or denied to conduct the study. After ten days, if no response was received from a superintendent, a reminder letter was sent. If no response was received within eight days of this reminder, a phone call was placed to the superintendent.

The original mail-out to superintendents was sent January 11, 1988. Over 50 percent of the superintendents' responses were negative. Thus, a second mail-out to superintendents was sent on January 27, 1988. Reminder letters were mailed to superintendents who had not responded by February 3, 1988. Positive response rates remained low. A decision was made to pool the results from the five states of Alabama, Arkansas, Kentucky, Louisiana, and Tennessee and to correlate these results with those received from Mississippi. This action led to a second mail-out to superintendents in Mississippi, where positive response rates had also been low. This mail-out took place on

February 3, 1988. Ten days later reminder letters were sent to this group of superintendents. The process continued into the month of March by which time the responses from Mississippi reached nearly 100 percent of the 80 possible responses sought from each state. Positive responses from the other five states remained low. A final mail-out was conducted on April 12, 1988 to those five states for the purpose of increasing these percentages of usable returns. The effort was successful.

Receipt of approval from superintendents signaled mail-outs of introductory letters and packets to principals. At least two days before receipt of the packet of instruments and information, the principal of each of the schools contacted was sent a letter of introduction and explanation of the study. Each was informed of the permission granted by the superintendent. Each principal was asked to designate a contact person who in turn selected four teachers in the school, one from each of the areas of science, math, social studies, and language arts, to take part in the study.

Principals were next sent the complete packet of information for the study. In the packet were four SBDQ, Form 1 questionnaires, four answer sheets, four envelopes (one for each teacher's response), and one large, self-addressed and stamped envelope. The individual designated by the principal was responsible for disseminating and collecting these forms and mailing them back to the researcher.

A return rate of 60 percent was anticipated for this study. A return rate of about 40 percent was actualized. Eighty usable returns per state were needed to achieve a 100% return rate. Results are based on these numbers. By state, the usable returns were as follows: Alabama with 21 returns or 25¢, Arkansas with 24 returns or 30%, Kentucky returned 16 forms for 20%, Louisiana returned 32 forms for 40%, Mississippi returned 73 forms for 91%, and Tennessee returned 16 forms for 20% of the desired 80 forms per state. The total return rate for the study was 91% from Mississippi or 73 of 80 possible returned usable forms and 28% from other southern states or 110 of 400 possible returned usable forms.

Insert Figure 1.

Through use of the Supervisory Behavior Description Questionnaire, Form 1, (SBDQ), this study investigated the relationship between teachers' perceptions of principals' actual supervisory behaviors and teachers' preferences for supervisory behaviors in selected Southern public junior high schools. Four of the instruments eight subscales were used in this study. The subscales used were Curriculum Development, Instructional Organization, Staff Development, and Evaluation of Instruction. Mean scores were computed for the Subscale scores and for the three dimensional scores within each subscale: Directive, Collaborative, and Nondirective supervision. Also considered

were the demographics of state of employment, subject area, gender, and race.

Results

Analysis of the data collected revealed a number of significant differences in answer to question one. These data are presented by subscale title.

In the areas of Curriculum Development, teachers perceived themselves as receiving more Directive and Nondirective supervision. They preferred to receive more collaborative supervision. The same results were found to exist in the areas of Staff Development and Evaluation of Instruction. In the area of Instructional Organization, teachers perceived themselves as receiving more Directive supervision and less Collaborative supervision than they preferred.

Insert Tables 1 through 4.

Analysis of the data concerning question two of this study revealed a number of significant differences. The demographic variable of Subject Area yielded no significant differences, thus will not be discussed here. Of the demographic variables yielding significant results, State of Employment was first.

Examination of the data for the subscale of Curriculum Development revealed four significant differences. Teachers in other Southern states both perceived and preferred more

supervision than did Mississippi teachers. These teachers perceived themselves as receiving more Nondirective supervision than they preferred. Mississippi's teachers preferred to receive more Directive supervision in Curriculum Development than did teachers in other southern states.

Insert Table 5.

In the area of Instructional Organization when the variables of state of employment was considered, teachers in other southern states perceived themselves as receiving more supervision than did Mississippi's teachers. Teachers in Mississippi perceived themselves as receiving more Collaborative and less Nondirective supervision than did teachers in other southern states.

Insert Table 6.

In regard to Staff Development, teachers in other southern states perceived and preferred more supervision. Their perception was of receiving more Nondirective supervision than they preferred. Mississippi's teachers both perceived and preferred more Directive supervision during Staff Development.

Insert Table 7.

In regard to Evaluation of Instruction, teachers in other southern states perceived and preferred more supervision. They

perceived themselves as receiving more Nondirective supervision than they preferred. Mississippi's teachers showed a preference for more Directive supervision in the Evaluation of Instruction.

Insert Table 8.

Part three of question two considered the demographic variable of gender. Female teachers perceived themselves as receiving more supervision than did males in the area of Curriculum Development.

Insert Table 9.

Part four of question two considered the demographic variable of race. Perceptions of Caucasians were of receiving more supervision in the areas of Curriculum Development, Instructional Organization, and Staff Development than did Non-caucasians. Further, Caucasians preferred to receive more supervision in the areas of Curriculum Development and Evaluation of Instruction. In the area of Evaluation of Instruction, Caucasians preferred to receive more Collaborative supervision than did Non-caucasians.

Insert Tables 10 through 13.

In support or disagreement with the results of this study are those of past and present studies which used the SBDQ Form 1

or Form 2 or some similar instrument. Comparisons and contrasts will be reported here as they relate to questions one and two of this present study. Results of studies in agreement with the findings of question one are as follows.

Results of the study by Ngugi (1976) indicated that teachers preferred principals to be more collaborative in the areas of curriculum development, staff development and evaluation of instruction. Further results of the Ngugi study revealed that teachers perceived their principals as acting more directive and nondirective and less collaborative than teachers preferred them to be. The study by Vivian (1983) noted that the collaborative style of supervision correlated highly with job satisfaction. "...the farther a perceived (supervision) style was from collaborative, the lower was the percent of job satisfaction a person expressed." Results of the study by Blackbourn (1983) indicated that teachers preferred principals to be more collaborative and less nondirective during the post evaluation conference. This finding supports Sistrunk's (1982) conclusion that teachers preferred collaborative supervision over directive supervision in the task area of Evaluation of Instruction.

The following reports of results are of those not using the SBDQ, Form 1 or Form 2, but some similar survey instrument. These data support those concerning question one of this study.

Balok (1981) found that teachers often preferred principals' behaviors to be fair and supportive (collaborative) rather than

warm and friendly (nondirective). Hanes' (1962) study indicated that teachers tend to prefer collaborative supervisory behaviors over directive or nondirective. Kaufman (1981) found that teachers prefer collaborative supervisory behavior over directive especially in the area of policy decision in which case principals' directive behavior caused teachers to feel "shunted aside." Lieberman (1970) found that the lower the authority of the principal, the higher the morale of the teachers. This finding suggests a desire for collaborative supervisory behavior.

As regards disagreement with results of question one from this present study, both Sistrunk's and Richardson's (1988) results were found to be in opposition. Results of this present study noted teachers' preference for Collaborative supervision. Results of Sistrunk's study indicated a positive correlation between nondirective supervision and teacher satisfaction. Results of Richardson's study indicated as Collaborative supervision increased, so, too, did teacher burn-out. These two studies were both conducted solely in Mississippi. This fact may contribute somewhat the discrepancies of their findings with those of this present study.

A larger number of results from various studies supported or failed to support those of this study in regard to question two. The following are results of studies both in agreement and disagreement with those of this study.

As regards part one of question two, results of the Ngugi study indicated that teachers perceived principals as being more nondirective than teachers preferred them to be. Ngugi's study also found that teachers in Mississippi preferred principals to be more directive in all supervisory task areas. This finding supports results of this study that teachers in Mississippi prefer the principal to be more directive in the areas of Curriculum Development, Staff Development, and Evaluation of Instruction.

In regard to gender, this study indicated solely that female teachers perceived themselves as receiving more supervision than they preferred. Other studies loosely support this finding. Sistrunk's study noted that female teachers had higher job satisfaction when they perceived more nondirective supervision.

In regard to race, this study revealed that Caucasian teachers perceived themselves as receiving and preferring to receive more supervision, especially Collaborative supervision during the Evaluation of Instruction. The inverse of this finding is Sistrunk's that Noncaucasian teachers preferred more directive supervision but indicated more job satisfaction when they perceived more Collaborative supervision. Sistrunk also found a positive correlation between Caucasian teachers' job satisfaction and nondirective supervision. Results of Ngugi's study indicated Caucasian teachers preferred their principals to be more Collaborative during staff development. Rather

inversely, this study found Caucasian teachers perceived and preferred directive supervision during staff development. A possible source of explanation for these discrepancies lies in the geographics of these several studies. All but this latest study have been conducted solely within the state of Mississippi. Other extenuating factors may have influenced the data.

Discussion

Before final conclusions are drawn in regard to this present study, one must reflect on the number of those responding. A larger number of responses tends to influence the results of such a survey as this. With that in mind, the following conclusions were reached.

Results of question one support that teachers in the six southern states of this study prefer collaboration whereas they are receiving either directive or nondirective supervision. The results of question two indicate that teachers in the five southern states other than Mississippi are receiving more Nondirective supervision than they preferred. This result supports the trend toward empowerment of teachers, but, of course, no conclusive evidence of this fact was produced by this survey. This same conclusion does not appear to hold true for teachers within the state of Mississippi. These teachers reported receiving some but preferring to receive more directive supervision.

A principal's effectiveness is to be found in the behavior pattern employed. Alfonso, Firth, and Neville (1981) found that an authoritarian or directive behavior was effective when the principal was perceived by teachers as highly accurate and competent. A further result was that collaborative behavior produced more originality, higher motivation, and more group mindedness than did directive or nondirective behavior. A more current study by Glickman (1987) indicated that as regards instructional improvement, the principal tended to be more of a source of encouragement and support, basically nondirective, having given much of the task expectancies to assistant principals and/or department heads or lead teachers. Principals need to become aware of results of studies of this nature in order to understand and know when best to use a particular supervisory behavior to access the best production from teachers toward a common goal of the school.

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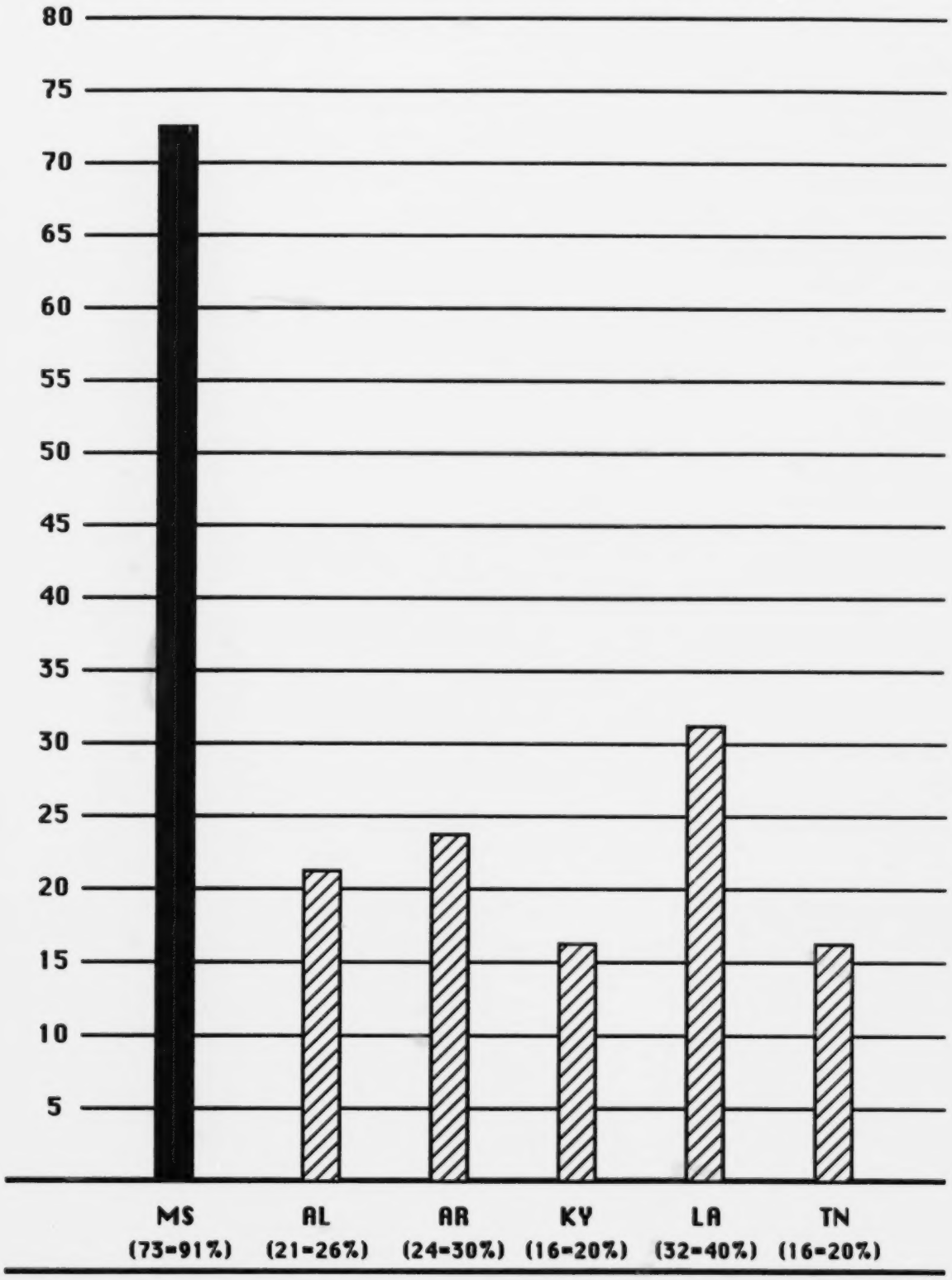
Figure 1: Number of Usable Returns* Reported by State



*Number based on 80 returns per state = 100% per state

Table 1.--Teachers' Perceptions of Actual and Preferred Principals' Supervisory Behaviors in the Area of Curriculum Development

	Actual (N=183)		Preferred N=183		
	$\bar{X}$	SD	$\bar{X}$	SD	F
Total Subscale Score	10.41	1.91	10.38	1.54	.02
Directive	.87	1.03	.44	.87	18.32*
Collaborative	2.85	1.51	3.73	1.28	36.37*
Nondirective	1.28	1.37	.83	1.12	12.04*

$F \geq 3.83$ *Significant at the .05 level (df = 1,365)

Table 2.--Teachers' Perceptions of Actual and Preferred Supervisory Behavior in the Area of Instructional Organization

	Actual (N=183)		Preferred N=183		
	$\bar{X}$	SD	$\bar{X}$	SD	F
Total Score	9.39	1.90	10.30	1.73	22.77*
Directive	1.78	1.23	.79	1.04	69.80*
Collaborative	2.05	1.36	3.13	1.34	58.77*
Nondirective	1.17	1.11	1.08	1.14	.55*

$F \geq 3.83$ *Significant at the .05 level (df = 1,365)

Table 3.--Teachers' Perceptions of Actual and Preferred Principals' Supervisory Behaviors in the Area of Staff Development

	Actual (N=183)		Preferred N=183		
	$\bar{X}$	SD	$\bar{X}$	SD	F
Total Score	20.56	3.46	20.48	3.17	.05
Directive	4.17	2.38	3.07	2.47	18.96*
Collaborative	4.10	2.70	6.39	2.77	63.64*
Nondirective	2.73	1.99	1.55	1.66	37.86*

$F \geq 3.83$ *Significant at the .05 level (df = 1,365)

Table 4.--Teachers' Perceptions of Actual and Preferred Principals' Supervisory Behaviors in the Area of Evaluation of Instruction

	Actual (N=183)		Preferred N=183		
	$\bar{X}$	SD	$\bar{X}$	SD	F
Total Score	14.05	3.13	15.20	2.38	15.55*
Directive	3.28	2.29	1.63	2.01	53.28*
Collaborative	3.39	2.42	5.53	2.22	77.93*
Nondirective	1.33	1.60	.84	1.13	11.77*

$F \geq 3.83$ *Significant at the .05 level (df = 1,365)

Table 5.--Teachers' Perceptions of Actual and Preferred Principals' Supervisory Behaviors in the Area of Curriculum Development When The Variable of State of Employment was Considered

Actual

	MS (N=73)		Other Southern States (N=110)		
	$\bar{X}$	SD	$\bar{X}$	SD	F
Total Score	10.07	1.84	10.64	1.93	3.95*
Directive	.92	1.04	.84	1.04	.27
Collaborative	3.10	1.54	2.69	1.47	3.21
Nondirective	.99	1.34	1.47	1.37	5.65*

$F \geq 3.83$ *Significant at the .05 level (df = 1,182)

Preferred

	MS (N=73)		Other Southern States (N=110)		
	$\bar{X}$	SD	$\bar{X}$	SD	F
Total Score	10.03	1.56	10.62	1.48	6.67*
Directive	.62	1.10	.33	.65	4.98*
Collaborative	3.74	1.31	3.73	1.26	.00
Nondirective	.64	.93	.95	1.21	3.25

$F \geq 3.83$ *Significant at the .05 level (df = 1,182)

Table 6.--Teachers' Perceptions of Actual and Preferred Principals' Supervisory Behaviors in the area of Instructional Organization

Actual

	MS (N=73)		Other Southern States (N=110)		
	$\bar{X}$	SD	$\bar{X}$	SD	F
Total Score	8.92	1.89	9.70	1.86	7.68*
Directive	1.89	1.30	1.71	1.18	.95
Collaborative	2.30	1.43	1.88	1.30	4.23*
Nondirective	.80	1.06	1.41	1.08	13.79*

$F \geq 3.83$ *Significant at the .05 level (df = 1,182)

Preferred

	MS (N=73)		Other Southern States (N=110)		
	$\bar{X}$	SD	$\bar{X}$	SD	F
Total Score	10.00	1.79	10.49	1.67	3.59
Directive	.93	1.09	.70	.99	2.37
Collaborative	3.14	1.38	3.13	1.31	.00
Nondirective	.93	1.16	1.18	1.12	2.12

$F \geq 3.83$ *Significant at the .05 level (df = 1,182)

Table 7.--Teachers' Perceptions of Actual and Preferred Principals' Supervisory Behaviors in the area of Staff Development

Actual

	MS (N=73)		Other Southern States (N=110)		
	$\bar{X}$	SD	$\bar{X}$	SD	F
Total Score	19.56	3.50	21.22	3.29	10.59*
Directive	4.67	2.63	3.84	2.15	5.53*
Collaborative	4.10	2.88	4.11	2.60	.00
Nondirective	2.23	1.83	3.05	2.04	7.72*

$F \geq 3.83$ *Significant at the .05 level (df = 1,182)

Preferred

	MS (N=73)		Other Southern States (N=110)		
	$\bar{X}$	SD	$\bar{X}$	SD	F
Total Score	19.84	3.63	20.91	2.75	5.16*
Directive	3.62	2.95	2.70	2.03	6.22*
Collaborative	5.93	3.07	6.69	2.52	3.33
Nondirective	1.45	1.62	1.61	1.69	.39

$F \geq 3.83$ *Significant at the .05 level (df = 1,182)

Table 8.--Teachers' Perceptions of Actual and Preferred Principals' Supervisory Behaviors in the area of Evaluation of Instruction

Actual

	MS (N=73)		Other Southern States (N=110)		
	$\bar{X}$	SD	$\bar{X}$	SD	F
Total Score	13.41	2.85	14.48	2.85	5.24*
Directive	3.63	2.43	3.05	2.18	2.88
Collaborative	3.33	2.36	3.43	2.46	.07
Nondirective	1.04	1.67	1.53	1.54	4.10

$F \geq 3.83$ *Significant at the .05 level (df = 1,182)

Preferred

	MS (N=73)		Other Southern States (N=110)		
	$\bar{X}$	SD	$\bar{X}$	SD	F
Total Score	14.63	2.81	15.58	1.97	7.24*
Directive	2.08	2.33	1.34	1.71	6.22*
Collaborative	5.21	2.46	5.75	2.03	2.62
Nondirective	.71	1.24	.92	1.05	1.47

$F \geq 3.83$ *Significant at the .05 level (df = 1,182)

Table 9.--Teachers' Perceptions of Actual and Preferred Principals'Supervisory Behaviors in the Area of Curriculum Development When the Variable of Gender was Considered

	Actual (N=183)			Preferred N=183		
	$\bar{X}$	SD	F	$\bar{X}$	SD	F
Total Scores						
Male (N=47)	9.89	1.59		10.15	1.33	
Female (N=136)	10.59	1.98	4.72*	10.46	1.60	1.46
Directive						
Male (N=47)	.94	.94		.43	.93	
Female (N=136)	.85	1.06		.45	.85	.25
Collaborative						
Male (N=47)	3.23	1.13		4.00	1.06	
Female (N=136)	2.72	1.60		3.64	1.33	.21
Nondirective						
Male (N=47)	.83	1.01		.57	.77	
Female (N=136)	1.43	1.44		.91	1.20	.81

$F \geq 3.83$ *Significant at the .05 level (df = 1,182)

Table 10.--Teachers' Perceptions of Actual and Preferred Principals' Supervisory Behaviors in the Area of Curriculum Development When the Variable of Race was Considered

	Actual (N=183)			Preferred N=183		
	$\bar{X}$	SD	F	$\bar{X}$	SD	F
Total Scores						
Caucasian (N=145)	10.57	1.93		10.55	1.48	
Noncaucasian (N=38)	9.82	1.72	4.45*	9.74	1.62	8.80*
Directive						
Caucasian (N=145)	.84	1.03		.34	.74	
Noncaucasian (N=38	.97	1.05		.84	1.17	2.32
Collaborative						
Caucasian (N=145)	2.75	1.52		3.77	1.26	
Noncaucasian (N=38	3.24	1.40		3.58	1.35	3.58
Nondirective						
Caucasian (N=145)	1.41	1.40		.89	1.16	
Noncaucasian (N=38)	.79	1.67		.58	.91	.92

$F \geq 3.83$ *Significant at the .05 level (df = 1,182)

Table 11.--Teachers' Perceptions of Actual and Preferred Principals' Supervisory Behaviors in the Area of Instructional Organization When the Variable of Race was Considered

	Actual (N=183)			Preferred N=183		
	$\bar{X}$	SD	F	$\bar{X}$	SD	F
Total Scores						
Caucasian (N=145)	9.56	1.95		10.44	1.72	
Noncaucasian (N=38)	8.74	1.55	5.76*	9.75	1.66	5.11*
Directive						
Caucasian (N=145)	1.76	1.25		.72	1.02	
Noncaucasian (N=38	1.87	1.17		1.03	1.08	.43
Collaborative						
Caucasian (N=145)	1.92	1.36		3.11	1.34	
Noncaucasian (N=38	2.53	1.29		3.21	1.34	2.10
Nondirective						
Caucasian (N=145)	1.32	1.12		1.17	1.15	
Noncaucasian (N=38)	.61	.82		.76	1.05	1.18

$F \geq 3.83$ *Significant at the .05 level (df = 1,182)

Table 12.--Teachers' Perceptions of Actual and Preferred Principals' Supervisory Behaviors in the Area of Staff Development When the Variable of Race was Considered

	Actual (N=183)			Preferred N=183		
	$\bar{X}$	SD	F	$\bar{X}$	SD	F
Total Scores						
Caucasian (N=145)	20.91	3.28		20.70	3.00	
Noncaucasian (N=38)	19.21	3.82	7.53*	19.63	3.63	3.50
Directive						
Caucasian (N=145)	3.95	2.23		2.80	2.24	
Noncaucasian (N=38	5.00	2.75		4.08	3.01	.14
Collaborative						
Caucasian (N=145)	4.19	2.67		6.70	2.63	
Noncaucasian (N=38	3.79	2.85		5.21	2.99	2.43
Nondirective						
Caucasian (N=145)	2.86	1.99		1.50	1.72	
Noncaucasian (N=38)	2.21	1.95		1.71	1.41	3.32

$F \geq 3.83$ *Significant at the .05 level (df = 1,182)

Table 13.--Teachers' Perceptions of Actual and Preferred Principals' Supervisory Behaviors in the Area of Evaluation of Instruction When the Variable of Race was Considered

	Actual (N=183)			Preferred N=183		
	$\bar{X}$	SD	F	$\bar{X}$	SD	F
Total Scores						
Caucasian (N=145)	14.24	3.14		15.40	2.26	
Noncaucasian (N=38)	13.37	3.07	2.32	14.45	2.69	4.92*
Directive						
Caucasian (N=145)	3.21	2.32		1.41	1.90	
Noncaucasian (N=38	3.53	2.18		2.47	2.21	1.84
Collaborative						
Caucasian (N=145)	3.34	2.50		5.77	2.13	
Noncaucasian (N=38	3.58	2.09		4.61	2.34	5.63*
Nondirective						
Caucasian (N=145)	1.45	1.62		.81	1.10	
Noncaucasian (N=38)	.89	1.47		.92	1.22	3.45

$F \geq 3.83$ *Significant at the .05 level (df = 1,182)

Nutshell Results

Results for Question One:

	Acutal				Preferred			
	CD	IO	SD	EI	CD	IO	SD	EI
Total								
Directive	*		*	*				
Collaborative					*		*	*
Nondirective	*		*	*				

Results for Question Two:

	Acutal				Preferred			
	CD	IO	SD	EI	CD	IO	SD	EI
Total	OSS* F* C*	OSS* C*	OSS* C*	OSS*	OSS* C*		OSS*	OSS* C*
Directive			MS*		MS*		MS*	MS*
Collaborative		MS*						C*
Nondirective	OSS*	OSS*	OSS*	OSS*				

KEY

CD = Curriculum Development

IO = Instructional Organization

SD = Staff Development

EI = Evaluation of Instruction

* Significant

MS = Inside Mississippi

OSS = Other Southern States

M = Male

F = Female

C = Caucasian

Nc = Noncaucasian